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ABSTRACT

Intended to help educators develop a philosophy and understanding for working with learning disabled adults, this document consists of an introduction, 11 chapters, a 76-item bibliography, materials and resource suggestions, and three appendices. The introduction provides an overview of learning disabled adults. The chapters include (1) information on the characteristics of learning disabled people; (2) adult learning theory and intervention as they relate to the learning disabled; (3) the importance of psychosocial adjustment; (3) a suggested process for diagnosis and assessment; (4) a review of diagnostic tests; (5) descriptions of the four approaches used to help adults learn to read; (6) 64 tips for instructors working with disabled learners; (7) techniques designed to help both instructors and learners track progress in a program; (8) tips for helping learning disabled community college students with auditory or visual deficits or more general kinds of learning disabilities; (9) a description of the employment problems that learning disabled adults frequently have and the conditions under which they are eligible for vocational rehabilitation services; and (10) educational implications and recommendations for the future. Appendix A contains the results of a 1987 survey of the training levels and needs of adult basic education instructors working at learning centers throughout Kansas. Appendices B and C contain sample forms. (CML)

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PROJECT UPGRADE

Working With Adults Who Have Learning Disabilities

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INTRODUCTION

Why diagnose for learning disabilities in our adult learning center students? Why not treat every ABE/GED student alike and do our best to remediate the specific weaknesses? Can labeling students be of any benefit?

These and other questions have been considered while preparing this material on the learning disabled adult. Readers will need to arrive at their own answers to these questions; however, most will concur that the learning disabled adult is not like other students who come into the center. The uneven performance and pattern of frustration these students have experienced requires knowledge and understanding by the facilitator to help the student understand him/herself, as well as to appropriately refer the student to other agencies if needed.

One of the major purposes of this study is to help the educator develop an underlying philosophy and understanding for working with the learning disabled adult.

A recent Phi Delta Kappan issue states that 27 million Americans are illiterate. Statistics vary on the number of people who are illiterate and on the number of these who are learning disabled. Project Literacy U. S. (PLUS) found that out of approximately 23 million functionally illiterate adults, 30% to 40% of that group would be categorized as having English as a second language (ESL) or learning disabilities as their primary handicap. According to the Kappan, only about four million are presently being helped with available literacy programs.

Who are these 4 million who seek help? Those who are most often considered to be illiterate are those who cannot read beyond the third or fourth grade. Somewhat less than one-half of these are ESL. The remainder are often viewed as having a learning disability. Many times there exists a dual problem of ESL combined with a specific learning disorder.

The learning disabled adult is also found at the functional literacy level, which is usually considered to be somewhere between the fourth and the eighth grade level. These individuals can read applications, signs, labels, and some articles at the Reader's Digest level. They need help to improve their skills for acquiring knowledge, information, organizing their lives, etc. They are in need of vocationally and culturally relevant education and of an awareness of their options.

Learning disabled persons are also found at the advanced literacy stage which is usually considered to be the high school level. These students need help with vocabulary, concepts and cultural knowledge, social adjustment, employment options and compensatory techniques.

William Brock was quoted as saying that if the United States continues to produce new jobs at the present rate, we soon will have more jobs available than we have people to fill them; however, these jobs will require more skill. We can no longer live with 23 million illiterate adults who are not equipped to participate in a post industrial economy. Learning disabled persons have strengths which will enable them to fill some of these jobs if they are given appropriate help.

The Position Paper of the National Committee on Learning Disabilities stated that learning disabilities are persistent and pervasive throughout an individual's life and there is a scarcity of appropriate diagnostic procedures for assessment and for determining needs of the learning disabled adults. They found that few professionals have been prepared adequately to work with these adults and that employers frequently do not have adequate knowledge and awareness of the problems they encounter. The Committee found that major problems these adults face are personal, social, and emotional difficulties that may hinder their adaptation to life skills. Advocacy efforts on their behalf have been inadequate; federal, state, and private funding agencies have not supported program development initiatives.

The actual number of learning disabled adults is unknown, but it is estimated that 80% of Adult Basic Education (ABE) students may be learning disabled. Their difficulties are manifested at work, in a variety of educational settings, in their personal habits, and in their social lives. It is important as adult educators that we keep the problems of the learning disabled person in the public eye and solicit help and support on a consistent level.

Martin Luther may have been the first to launch a literacy campaign in the 16th century. His materials consisted of the Bible and hymns. Successful literacy efforts have been relevant to the times. Other lessons we might learn from past literacy campaigns are that efforts need to last long enough to be effective and that it is necessary to join forces with local, state, and national organizations in order to continue enthusiastically and to have the support to keep programs alive. We need to keep relevant and aware to see literacy needs in a variety of contexts. The Phi Delta Kappan literacy issue revealed that an analysis of literacy campaigns discloses a pattern. It appears that, regardless of the intensity or scale of efforts, campaigns brought literacy to approximately 85% of the adult population. Ten to twenty percent of the adult population remained illiterate, no matter where these campaigns existed, what methods were used, or what the time period involved. While continuing our efforts, we must also be aware of these statistics. It appears that major problems with adult literacy programs have been inadequate funding, inadequately trained staff, a lack of appropriate assessment instruments, and lack of instructional methods and materials.

Many myths and fallacies have been associated with learning disabilities. Adelman and Adelman discuss the present trend to apply a variety of diagnostic labels to famous individuals who were not diagnosed during their lifetimes as having a learning disability, but have been

posthumously diagnosed as dyslexic or learning disabled. Some of these are Hans Christian Anderson, Winston Churchill, Charles Darwin, Leonardo da Vinci, Thomas Edison, Albert Einstein, Galileo, Carl Jung, George Patton, Auguste Rodin, Leo Tolstoy, Woodrow Wilson, and Emile Zola, to name a few. Many individuals and texts do not cite sources for their claims. The Adelmans did a study of the available literature on these individuals to see if there was any credence to the claims, and were unable to verify the claims. They point out how difficult it is to accurately, clinically diagnose living persons as learning disabled, and that to posthumously diagnose such a condition on sketchy information is totally inadequate, and should be avoided. They suggest that we leave that avenue as a source of encouragement to the learning disabled population and look for living examples to provide inspirational models and attention-catching images.

There are facts which researchers have uncovered which have exploded other myths, such as that surrounding allergies. It has been found that allergies do not seem to have a greater incidence for learning disabled adults than for the general population. Also, learning disabled adults do not have major medical or health problems and health factors do not significantly interfere with job performance.

In July, 1987, research to review current literature on the subject of adult learning disabilities was begun for the Project Upgrade study. The term, "learning disabilities", did not become popularly used until the early 1970's when the Department of Education addressed the concerns of learning disabled students in the public schools. Bill 94-124 defined learning disabilities and established guidelines for programs for that population. It is far more recently that there has been concern over what happened to these children who had been classified as learning disabled when they became adults. In addition to that population, there is the still larger group of adults who went through the public school system when special programs were not

provided. Adult Basic Education facilitators have a need for an understanding of learning disabilities, not only to properly program for these students, but also to be able to make appropriate referrals to other agencies such as the Vocational Rehabilitation Department which now provides funding for training for adults with learning disabilities. Since the field is relatively new, there is a need to regularly review current literature on learning disabilities. A list of current readings reviewed is provided in the bibliography.

In September, 1987, a survey instrument was developed to determine the educational/training level of ABE instructors in the area of adult learning disabilities and to determine what information or training they feel would be beneficial. The questionnaires were mailed to each Adult Learning Center throughout the state. The return rate on this mailing was very good. As of November 16, 1987, ninety-three questionnaires had been returned with good representation across the state. A copy of the questionnaire, tabulation of responses, list of comments and list of location of returned questionnaires are found in Appendix A.

Tests and other tools for identification, evaluation and diagnosis of learning disorders were ordered and reviewed. A list of these is included later in the manual. Other resources, materials, and techniques were collected for demonstration at the workshops.

In an effort to eliminate the pressure of formalized testing, an attempt was made to develop a more complete interview process which would take the place of some diagnostic testing. Although the adults accepted the interview and appeared comfortable with it, it did not yield acceptable levels of detailed information to enable a remedial program to be established without some additional screening. One facet of the process which appeared desirable to retain, however, was the self-selection of materials by the student for entry level. Although errors

were made, the feeling of participating in developing one's own program appears to out-weigh the significance of error. A revised interview format is included in Appendix B.

In addition to written resources, Dr. Warren J. White, head of department of special education, Kansas State University, was consulted. His comments and suggested resource materials have also been included in this report.

DEFINITION AND CHARACTERISTICS

The term, "learning disabilities", came into use in the early 1960's, replacing such terms as brain damaged, minimal brain dysfunction, word blindness, and perceptual handicaps. However, educational programs specifically established to work with these problems did not come into most public school programs until the 1970's. The time period from 1975-1985 is sometimes called the decade of dignity for learning disabled students. In 1975, Congress passed the Education for All Handicapped Children Act. The Federal Register definition accompanying Public Law 94-142 (Education for All Handicapped Children Act) provided this definition for learning disabled children:

> "Children with specific learning disabilities are those who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such a term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage."

A definition developed by the National Joint Committee for Learning Disabilities (NJCLD) in 1981, stated that learning disabilities was a generic term that referred to a heterogenous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders were intrinsic to the individual and they were presumed to be due to dysfunction of the central nervous system.

Under this definition, the emphasis moved from a simple disorder to heterogenous groups of disorders which emphasized that effective treatment was impossible without accurate diagnosis.

In 1984, the Association for Children and Adults with Learning Disabilities (ACLD) passed a resolution recognizing that learning disabilities did not disappear when a student left public school.

> "Specific learning disabilities were a chronic condition of presumed neurological origin that selectively interfered with the development, integration, and demonstration of verbal and non-verbal abilities. Specific learning disabilities exist as a distinct handicapping condition in the presence of average to superior intelligence, adequate sensory and motor systems and adequate learning opportunities. The condition varies in its manifestations and in the degree of severity. It can affect self-esteem, education, vocation, socialization, and daily living activities."

This definition stresses the potential of the disability for affecting people throughout their lives. Usually experts agree that there must be a discrepancy between intelligence and achievement, and there must be low performance in a basic skill area such as reading, mathematics, or written language.

The International Academy for Research in Learning Disabilities identified eight process deficit areas: (1) Activity Level, referring to hypoactivity or hyperactivity; (2) Attention, or the ability to focus on a task over time; (3) Auditory Perception, or the understanding of heard information; (4) Fine Motor Coordination, as manifested in writing, copying, etc.; (5) Gross Motor Coordination; (6) Memory, or the ability to store and retrieve information over a short or a long period of time, free recall, sequencing, and incidental memory; (7) Oral Language, or production of verbal vocabulary, semantics and syntax; and (8) Visual Perception, or the ability to understand information that is seen.

In her work, Dale Brown includes these functions: (1) Dyscalculia, or the inability to perform mathematical operations successfully; (2) Dysgraphia, or the inability to write in a satisfactory manner; (3) Dyslexia, or the inability to read and comprehend the printed word; (4)

Cognitive and Perceptual problems, which she defines as taking information in through any of the senses and/or processing that information.

The Fall, 1978, issue of the Adult Literacy and Basic Education Journal lists these characteristics of the learning disabled adult:

1. Poor vision (or perception)
2. Subvocalization
3. Tone deafness to speech sounds
4. Poor sequencing
5. Poor sensory integration
6. Low frustration threshold
7. Low self esteem
8. Unrealistic goals
9. Faulty metabolism

Dale Jordan breaks down these processes to help the facilitator recognize possible reasons for various characteristics exhibited. He relates that: Visual perceptual disabilities might cause a combination of these characteristics: (1) restlessness and shifting positions, (2) pointing at words with the finger or sliding a marker under the line or whispering words aloud, (3) holding the pencil oddly, (4) leaning close to writing or writing words unevenly spaced, and (5) complaints of headaches beginning along the forehead and slowly spreading to the temples, or pain along the inner corner of the eyes soon after beginning reading. Other characteristics might include watery eyes or red eyes, or a pattern of rubbing the eyes, looking at work from a strange angle, losing place in oral reading or leaving out a word or line, or reading it twice, sustained reading becoming increasingly jumbled, lifting eyes frequently to glance around, yawning while reading, and laying hand on arm while writing.

Authors appear to disagree on what process deficit causes the following characteristics, but do mention them as consistent in patterns or groupings in the learning disabled adult: (1) letters or numbers backward or upside down; (2) phonetic spelling which many experts ascribe to poor or selective visual memory; (3) printing instead of using

cursive writing, or mixing the two inappropriately; (4) whispering to self when writing; (5) needing excessive rehearsal and practice for retention; (6) not being able to recall on command, but able to recall at other times; (7) forming cursive letters in an unusual way; (8) not being able to sequence information such as the alphabet, days of the week, months, etc.; (9) not being able to get the point of what they hear; and (10) not being able to use phonics to sound out new words.

Researchers have also noted that some, but not all, learning disabled individuals have a pattern of delayed maturity in which neurological functioning later becomes more normal. For these individuals, between the ages of sixteen and twenty-two, changes begin to occur. Students begin doing good work for the first time. For this group, labels have been given, such as "Shoe String Baby", "ADDS", and "BALD". The "Shoe String Baby" is supposedly the one the parents will recall as having low birth weight, being colicky, being longer than the average baby, having trouble digesting milk, other allergy symptoms, respiratory problems, colds, and ear infections. The "ADDS" individual may have had an Attention Deficit Dysfunction Syndrome, or had been restless with short attention span. This individual might have been labeled hyperactive, have been physically immature until young adulthood. The "BALD" syndrome refers to Blond, Allergic, Late Developing. These individuals are usually male, have fine cottony blond hair that does not darken until late teens or in the early twenties, have chronic allergies, and are late in entering puberty. The adult who was late in maturing neurologically will carry with him/her some of the same characteristics of the learning disabled adult who is still neurologically impaired, but the late maturer will respond quicker and easier to remediation. It will be difficult for the facilitator to discriminate between the student who continues the pattern of specific learning disabilities and the student who was late in maturing neurologically. Only

from talking with the student and working with him/her is one able to decide how much remediation is appropriate or how much coping and compensatory skills should be stressed.

An area which Samuels discusses at length is Information Processing. LaBerge and Samuels' (1984) model of Automatic Information Processing in reading discusses the four key elements of attention, visual memory, phonological memory, and semantic memory. They especially shed light on the area of attention, which they define as the effort or energy required to perform cognitive tasks. Attention has a number of different aspects: (1) overt, observable aspects of body language displayed while attending, the (2) covert, or arousal, "Yerkes-Dodson Law" which states that the relationship between level of arousal and learning is such that either very low or high states of arousal are detrimental to learning, and modest states are most beneficial. Alertness, or readiness to perform is another aspect of attention which affects the speed of reaction time. Vigilance refers to maintaining one's level or effort or energy over a long period of time and selective attention refers to the ability to filter or screen out unwanted stimulation. This study discussed the possible limited amount of attention available by the brain. If the brain is using up attention in one are it will not have it available for other purposes. In addition to attention, an overview of the LaBerge and Samuels studies identifies other reasons that account for poor reading, such as automaticity in decoding, or the speed with which decoding is done, an inability to use both large and small units in word recognition, lack of automaticity in mapping sound units on to visual units. They quote Perfetti (1985) as saying, "It seems the problem poor readers have is not accuracy of naming, but speed of naming. Components involved are name retrieval, visual scanning, input-output sequencing, or, in conclusion, rapid sequential naming."

Many discrepancies or differences of opinion seem to exist among the various professionals in the field. For

example, Frauenheim and Heckerl believe that too often it is suggested that dyslexic individuals see words and other symbols in a scrambled or atypical fashion. There now appears to be sufficient information to put this concept to rest. Vellutino's 1978 extensive research on the dyslexic states that students who call b, "d", or was, "saw", do not literally see these configurations differently than normal readers, but because of one or more deficiencies in verbal processing, cannot remember which verbal label is associated with which printed symbol.

Hasbrouck found that a large number of people of all ages have significant difficulty hearing in noisy environments. Unilateral ear occlusion (or plugging up one ear with an ear plug) was found to be an effective tool for remediating this auditory figure-ground disorder. Adults find difficulty with this problem on the job where it is important that they understand exactly what is said. It can be effective to plug one ear in the work place and other places where background noise might interfere with auditory understanding. The ear to be fitted with the plug should be the one demonstrating the most improvement under testing in the noisy environment.

Many adults will be multiply disabled in the way they deal with the demands they face. Patton and Polloway found that the test for determining successful adjustment for the learning disabled adult may well be the person's ability to handle failure. They found possible deficit characteristics in the following areas: (1) personal, which included such things as disorganization, sloppiness, carelessness, difficulty in following directions, poor decision-making skills, inadequate independent functioning skills: (2) emotional issues, such as frustration, anxiety, fear, anger, short temper, sense of helplessness, guilt, poor self-concept, embarrassment, neurotic and borderline psychotic symptoms; (3) social imperception, or difficulty reacting to people and situations appropriately, poor peer relationships in meeting people, making friends, and keeping

friends; (4) psychological factors, such as problems in selecting important features and sustaining attention, impulsivity, restlessness, and hyperactivity; (5) academic underachievement; and (6) vocational difficulties, such as below-average career success, problems finding and keeping jobs, low wage scale, poor work habits (following directions, attitude), poor work skills, such as inefficiency and errors, problems with specific work skills, such as taking phone messages, and numerous job changes.

In relation to academic achievement, most researchers found spelling to be the most severely impaired area of academic functioning. Reading is the second most severely impaired area. Although arithmetic is usually the highest academic area on achievement testing, all of the subjects in the Frauenheim and Heckerl study acknowledged that they had difficulty with the multiplication tables and had never fully or adequately learned them. Common difficulties in mathematics were found in the areas of spatial relationships, number facts, fractions, reversing numbers or letters, keeping columns of numbers separated, and geometric relationships.

Dale Jordan found that, for many learning disabled adults who complained of being sensitive to criticism, of being picked on, and avoiding learning situations, diet could be an issue. For some individuals, carbohydrate intake must be kept low, and there is a need for a high protein diet to stabilize the individual. Eating high sugar foods causes "highs" and "lows" for these individuals and makes academic functioning difficult.

Although people often think of the learning disabled adult in terms of weaknesses rather than strengths, it is very important for people, especially a learning center facilitator, to become aware of the student's strengths. Students need to be reminded of their strengths often.

In a study by Buchanan and Wolf, a check list of behavioral characteristics was used in which thirty-three learning disabled adults were asked to check those

characteristics which they perceived as strengths and those they perceived as problems. The strengths most frequently mentioned were: being easy to get along with, being ambitious, being optimistic, being enthusiastic, creative, having manual dexterity, and others. The problem areas most often mentioned in this study were: hyperactivity, lack of organization, psychosocial skills, self-image, and motivation.

Many myths have centered around the learning disabled adult. Some of these have been discussed, but Schmidt and Sprandel found others.

(1) There is a myth that learning disabilities is a new field of educational endeavor and study, when the fact is that the field has been a concern in our country since the early 1800's. It has only been in the last two to three decades that research has been done.

(2) There exists in the minds of many that there is very little, if any, difference in learning disabilities and mental retardation, when the fact is that the learning disabled adult has normal or high intellectual ability but exhibits specific weaknesses in a variety of patterns.

(3) Some people continue to believe that learning disabilities is caused by emotional problems, when the fact is that emotional problems often arise from the specific learning disability and the frustrations which arise in dealing with this disability.

(4) Some individuals believe that all learning disabled individuals have the same disability (such as dyslexia) when the fact is that each learning disabled adult has a unique and different combination of learning disorders.

(5) Many believe that the learning disabled adult has problems only with academic achievement, but the fact is that the academic and psychosocial problems go hand in hand, and difficulties are found in such everyday conditions as playing in sports, driving a car, etc.

(6) Many believe that learning disabilities disappear with maturity. As has been discussed, the fact is that,

even in those individuals who have been found to be neurologically "late bloomers", carry-over effects of their early disabilities remain and most learning disabled individuals continue their pattern of disability, but are better able to cope to the extent that external indicators may not be so obvious. The disability usually does not go away with age.

(7) Many feel that there is not much use spending time and money on the learning disabled student because they'll never be successful. The fact is that most can improve a great deal and many achieve very highly.

(8) Researchers have found that learning disabled do not commit crimes more frequently than the general population, but they are more likely to get caught.

(9) Learning disabled persons do not abuse drugs or alcohol than non-learning disabled persons.

ADULT LEARNING THEORY AND INTERVENTION

Before beginning a discussion of remediation techniques and intervention methods, we should look at what experts have determined about the way adults learn. Although no theory has been universally acclaimed as the total explanation, many have agreed upon certain basic assumptions:

(1) As a person matures, his or her self concept moves from one of a dependent personality toward one of a self-directing human being.

(2) An adult accumulates a growing reservoir of experience, a rich resource for learning.

(3) The readiness of an adult to learn is closely related to the developmental tasks of his or her social world.

(4) There is a change in time perspective, as individuals mature, from one of future application of knowledge to immediacy of application; thus an adult is more problem-centered than subject-centered in learning.

Merriam discusses these assumptions and also that of McClusky, who believes adult education facilitators need to regard the "margin of life" theory which deals with the load undertaken by the adult and the power he or she has to successfully handle that load. Does the student have the resources or power to handle the load of learning to read and write at this time? Polloway believes that learning disabilities are expressed differently in different developmental periods and that adults with learning problems should not be viewed in the same way as simply grown-up learning disabled children. Satisfaction and survival for disabled adults is dependent on the quality of their interactions with many different environmental events. A major concern in the study of personality factors and socialization in adults is the value of a supportive network of interpersonal relationships for dealing with life events and crises. With learning disabled persons, therefore, we

can assume that the development of social skills will be critical for establishing and enhancing a circle of support to increase the range of resources available for responding to various life events.

Most theorists identify adult learning relative to: (1) self-direction or autonomy as a characteristic or goal; (2) the relationships of experience to learning; (3) the importance of reflection upon one's own learning; and (4) some overt expression of the learning that has occurred.

Many learning disabled adults have difficulty in shaping their the environment which is necessary for beginning a long-term remediation process. Those who are most successful come to the point in their lives where they have goals for which they need to improve their skills; they have a supportive wife, husband, family or other support group;and they have the time to give to make their goals a reality. Many learning disabled adults will, first of all, need to learn techniques for shaping, adapting, or selecting environments to reach their goals. Shaping involves changing their environment to fit their needs. Adapting involves changing themselves to fit the environment, whereas selecting involves selecting a new environment more in keeping with their changing goals. Often, a learning disabled adult will need help in deciding if factors are right for the learning they are ready to begin.

One of the primary characteristics in the adult learner that Knowles discussed is that of self-direction. Adults are capable of self-direction and enjoy assuming responsibility for their own learning. This quality requires that the facilitator encourage the learning disabled adult to share in the diagnosis of his/her needs, to help set goals, and to share in the planning of the activities. Not all adults will be ready for this stage. Field-independent learners, according to Thistlethwaite, will embody the philosophy of adults as self-directed learners; however, field-dependent learners will need to be helped to develop strategies for structuring the learning.

They will also need to learn decision-making processes. It is important to realize that these strategies for independence can be taught. Barriers to an effective program can often be traced to a lack of adhering to basic adult learning theory such as: (1) no goals being established, whereas the presence of a goal will greatly increase the chance of success; (2) fears and insecurities existing because not enough time has been provided for self-understanding and for visualizing themselves as being able to make progress; (This involves lack of self confidence.) (3) lack of prior motivation or a need for help in establishing a learning set by pre-discussion, overview, background information, etc.; (4) a need for understanding why certain techniques and materials are chosen over others; and (5) a lack of relevancy in the materials shown.

Caffarella and O'Donnell quote Penland as finding some interesting points in regard to resources used by adult self-directed learners. They found that those in a profession used their professional organizations for new knowledge; libraries ranked low as a resource for nearly all adult learners; black adults used their acquaintances most frequently; farmers used commercial radio and university field days; nurses used informal discussion with their peers and professional reading; the older adults used books, pamphlets, and newspapers; and participants in an educational setting used their fellow students in voluntary associations. We need to help learning disabled adults find and use appropriate resources for learning.

Knowles believed that, in order to be self-directed learners, adults need these competencies: the ability to relate to peers collaboratively, to diagnose their own learning needs, to translate needs to objectives, and to identify resources. He also found that they need competence in the preparatory steps of diagnosing needed help, selecting resources, gaining desired help, analyzing and planning the learning project, and evaluating progress. Many times the adult coming to the adult learning center has

established some of these competencies as shown by the fact that he/she has identified the learning center as a source of help in reaching a more desirable state, but they might not have reached the other social competencies needed for success. These can be discussed and taught only with academic competencies.

As noted in the Position Paper, adults with learning disabilities must have an active role in determining the course of their educational or vocational efforts. They need (1) opportunities for choices and decisions; (2) knowledge of options and responsibilities which go with these options; (3) to know and have encouragement to risk and invest in their choices; (4) an opportunity to learn through experience and failure; and (5) a right to change their educational and employment settings and activities.

PSYCHOSOCIAL ADJUSTMENT

Barbara Cordoni quotes a study, "Project Achieve", which found that possibly the greatest need of the learning disabled student was in the area of social skills development. Poor self concept and self esteem are concomitants of psychosocial disabilities. Inappropriate social skills might be manifest in many ways. One example is an immature speech pattern of "cute remarks" meant to be funny, but not appropriate to age and found offensive. The subtleness of much of social interaction is what causes the major problem in this area. Subtle jokes, nuances, puns, or sarcasm often escape the learning disabled person. They need to have pointed out to them how their remark might have been inappropriate and what they could have said differently. One learning disabled adult was quoted as feeling that the thread which underlaid his various school failures was a lack of social skills. "Social development was the element that was conspicuously absent from any attempt to educate me."

Adults with a psychosocial disability will often have difficulty saying what they feel or think. When angered, they may strike out or be unable to respond verbally as they want. Cordoni found that language disordered people answer questions with only a few words, thus discouraging communication. They need to be taught "stalling techniques", such as "That's a good question." while they come up with an appropriate response.

Some learning disabled adults have developed manipulative behavior. One way of enhancing self concept is to get someone to do what you want them to do. These adults are usually highly verbal individuals, and tend to be charmers. They will wait for others to tell them exactly how to proceed and try to get others to take care of things for them.

Sending and receiving messages in male-female relationships can also be difficult for the disabled person.

Many relationships never get started because of difficulties with talking and sharing feelings. Cordoni says, "Once a learning disabled adult forms an opinion, it is often difficult to involve him in another's point of view." Some techniques which have been found helpful are:

(1) Teach them that everyone has a "life space" which must not be invaded. Show them how to watch for cues as to whether they are invading someone's life space.

(2) Teach them to modulate their voices so that it is not offensive to others.

(3) Teach them how to change their way of speaking to someone. You don't speak the same to an employer as you do to a dirt-bike buddy.

(4) Try role-playing telephoning exercises.

(5) Try role-playing introductions and dialogues in a variety of social situations.

(6) Secure a sensitive peer tutor who can give appropriate feedback on psychosocial skills.

(7) Teach psychosocial skills in a group/discussion format.

(8) Videotape the student and others in group social situations and discuss these with the student.

(9) Provide for group-therapy sessions.

Alley found learning disabled students performed significantly worse than non learning disabled students on the following four skills: participating in a job interview, accepting criticism from an employer, providing constructive criticism to a co-worker, and explaining a problem to a supervisor. Learning disabled students also reported engaging in recreational activities significantly less often than non learning disabled groups. They reported dating problems more often and watched significantly more television than their peers.

Several researchers arrived at the same conclusion: that learning disabled learned the social skills quickly and appeared to be able to apply the skills or generalize to new role playing situations. No study was quoted where

follow-up in a natural environment was studied.

Ross believes that adults with learning disabilities face a vicious cycle of continued ineffective problem-solving which may be far more personally devastating than a low level of reading skill. He quotes Blalock as believing that counseling and psychotherapeutic services may be more beneficial for learning disabled adults than services for learning problems. The ACLD survey of 560 adults with learning disabilities ranked these needs:

(1) social relationships and skills
(2) career counseling
(3) developing self-esteem
(4) overcoming dependence
(5) vocational training
(6) job-getting and holding
(7) reading, spelling, math, writing, etc.

Crowds and noise often overwhelm learning disabled adults, and they do not always know how to join a circle or group. They often stand at the edge of the group. They sometimes speak too loudly and do not make eye contact before speaking. They ask too many questions. They sometimes lean too close to people and try too hard. They look nervous and startle easily. Sometimes they hold their body rigidly and tilt their head. They sometimes move the entire head and body instead of just the eyes. They often appear to be staring. It is very beneficial to them to learn that they might have a learning disability which also affects their social perceptions and that they can learn techniques to overcome these difficulties also.

Since some learning disabled adults are very sensitive and easily hurt, as well as being tense and anxious, a self-help discussion group with small interaction might be good intervention. This would provide them with a social group to which they can relate and a place to air frustrations and successes. It might also provide a framework for learning coping techniques and empathy and acceptance of others' problems.

Not all learning disabled adults exhibit a pattern of psychosocial adjustment problems. A wide range of differences exists and some persons have developed superior social skills that help compensate for their learning handicaps. However, Blalock and Dixon found that social-emotional traits may comprise the largest area of commonality among learning disabled adults. Professionals note more affective deficits than strengths, with emotional instability cited as a major manifestation. The cumulative effects of repeated failure, frustration, and ridicule lead to self doubts, low self esteem, and low expectations with anticipation of failure and humiliation. Maladaptive coping mechanisms, such as withdrawal, are often evident when these students encounter stress or conflict. Social immaturity and inadequate communication skills are common. Learning disabled adults often have difficulty meeting and working with others, talking with authority figures, and making friends.

The ABE and GED facilitator must become aware of the community demands made on the learning disabled adult. These adults must develop decision-making and problem-solving abilities, judgment, capacity for planning, organization, initiative, and self-direction. These skills are required for household management, living and getting along with other people, raising children, and performing jobs as well as household tasks.

ASSESSMENT AND EVALUATION

Blalock and Dixon believe that the purpose of assessment should be the most relevant guideline for selecting the particular technique and instrument. Testing and diagnosis must be conducted to determine special needs. It is, however, difficult to diagnose for learning disabilities and to rule out other causes. Also, there is a scarcity of reliable diagnostic instruments to determine learning problems in adults.

Many commercially available testing instruments do not provide the information needed for assisting with curriculum planning, nor do they have recommendations for alterations in learning styles of individual students which are based on their personal strengths and weaknesses.

Rogers believes that, rather than determining process deficits, it is our first and foremost task to examine proficiency in reading, writing, and math and to obtain an in-depth history of the student's learning experiences. A medical history is also important. He also believes that substantiation of dyslexia can alter the nature of academic achievement in a student. Sharing assesment results with students should be emphasized to enhance self-understanding. When students become proficient with their own personalized learning styles, they will learn more easily and will be more appropriately equipped to operate effectively in their chosen professions.

What is common to most authorities' views is that the diagnostic process should establish that the student is intelligent, shows no gross hearing, visual, or motor defects, does not have a primary emotional disorder, does not fail to achieve due to environmental influences on communication, such as bilingualism, and has not been reared in an educational environment where inadequate experience was commonplace.

A suggested format for the diagnosis process includes these steps:

(1) In-depth interview: Have students complete the top with registration information, watching for written language and reading problems, then interview for information concerning:

(a) prenatal conditions

(b) infant maturation milestones

(c) other family members' learning patterns

(d) medical history of serious illness

(e) medication taken now and in the past and how long

(f) student's account of his/her educational experiences starting with kindergarten and first grade

(g) student perception of his/her learning problems (Look for self-concept, awareness of deficiencies and learning styles.)

(2) Assessment of reading, writing (including spelling and paragraph writing), phonics skills, and math.

(3) Information on visual and auditory competencies in linguistic and non linguistic areas.

(4) Assessment of memory.

(5) Measure of intellectual ability and potential.

An example of an interview format with directions for the interviewer is included in Appendix B.

Robert Osgood writes that "It is questionable whether any test can be designed which will accurately measure the potential which, in the field of learning disabilities, is called intellectual ability." Emotional factors can significantly affect performance on a test. This can be caused by emotional tension, anxiety, or unfamiliarity with the testing process. The attitude, qualifications, and instructions of the tester could also influence the test performance. However, Patton and Polloway believe that informal assessment techniques, while offering immediate and pertinent information, suffer from a lack of reliability.

The purpose of this section on evaluation is to enable the reader to develop a battery of tests which can be used

to assess a variety of adults, including the learning disabled. It is not intended that the complete battery should be given to every adult. A chart is provided in Appendix B which is intended to be an aid to the reader in selecting tests which may be appropriate.

Many authors writing on adult learning disabilities quote tests which are being used. Some of these tests do not reflect adult norms and for this reason many researchers tend to discourage wide-spread use of these standardized tests with the learning disabled adult. They suggest selecting the most appropriate tests available and using them with caution. Some tests which were mentioned in the literature are: (Tests reviewed in more detail in this manual are not included.)

Willford Test of Auditory Processing (must be administered by an audiologist)

Weschler Memory Scales (measures both language and non language components)

WAIS-R Weschler Adult Intelligence Scales-Revised (must be interpreted by qualified professional such as psychologist)

Peabody Individual Achievement Test (to determine reading comprehension and mathematics skill)

Gray Oral Reading Test (for decoding words in the context of a paragraph)

Peabody Picture Vocabulary Test (for a quick measure of intellectual functioning)

Bender Gestalt (perceptual abilities)

Detroit Test of Learning Aptitude

Lindamood Auditory Conceptualization Test

Goldman Fristoe-Woodcock Test of Auditory Discrimination

Woodcock Reading Mastery Test

Key Math Diagnostic Test

Brigance Inventory of Essential Skills (includes subtests that can be used to assess basic sight vocabulary, functional math skills, map reading and reading comprehension.)

Kaufman Test of Educational Achievement (comprehensive assessment grades 1-12 with unique error analysis system)
Learning Styles Inventory (Kolb)
Learning Styles Inventory (Dunn, Dunn, and Price)
Cognitive Style Interest Inventory (Hill)
Auditory Discrimination Test (Wepman)
The Visual Discrimination Test (Wepman)
The Benton Visual Retention Test (Benton)
Goldman Fristoe-Woodcock Auditory Test Battery
Valett Perceptual Motor Inventory
Developmental Test of Visual Motor Integration
Gates McKillop Oral Reading Test
Gates McGinitie Silent Reading Vocabulary
Monroe Sherman for Spelling and Arithmetic
Memory for Designs
Motor Free Test of Visual Perception
STAP Screening Test for Auditory Perception
Kansas Adult Test Battery
McGrath Test of Reading Skills
Stanford Achievement Test
CTB Tests of Adult Basic Education
San Diego Quick Assessment
BCD Baltimore County Design

If a competent professional is available to administer the WAIS or WAIS-R, one pattern of scoring on subtests has often been noted in learning disabled adults. This subtest grouping has been referred to as the ACID grouping, since most learning disabled adults do poorly on the arithmetic, coding information, and digit span subtests. In cases of genetic dyslexia, this pattern is often noted: spatial > verbal comprehension > sequencing. Vocational Rehabilitation personnel use information from the WAIS or WAIS-R subtest scores to determine elegibility for their services.

An advisory council could be of great benefit when questions of test interpretation must be made. A consultant on the advisory council with a testing background would be

very helpful to show the staff what information can be obtained from a test and what other clues the tester can look for when testing.

Alley found the army using a different series of tests to qualify learning disabled adults for enlistment in the army. They used the Woodcock-Johnson Psychoeducational Battery in conjunction with the Armed Services Vocational Battery (ASVAB), the Self-Rating Checklist (SRSC), and Raven's Progressive Materials.

Testing should be looked at as a tool to serve the facilitator in educating the student. When a test is given, an analysis of errors should be made to gain every possible insight. Each item on the test can be analyzed for the type of error being made. This information is vital to remediation and can become a habit that a good teacher will form and do informally and formally. Taking apart the response by the student and breaking it down step by step is necessary in understanding how to help the individual.

One procedure for assessment of reading which is gaining recognition as an alternative to standardized testing is curriculum based assessment (CBA). This method of assessment eliminates the need for special tests and materials. To implement it, the facilitator uses the materials with which the student is working, such as newspapers, books, or GED materials. Choose a paragraph from the material and have the student read into a tape recorder for one minute. The facilitator then counts the number of words read and makes note of the type of errors to establish a program for remediation. Post-testing is accomplished by using a paragraph from the same page. One of the indicators of improvement is the number of words correctly read in one minute.

In the initial testing session, it is probably best to do only the in-depth interview and a short word recognition list. The interview, combined with the technique of the adult helping to select appropriate materials, is enough to get a student started in a class or a tutoring situation.

More formal testing can be included as part of later sessions. Many adults view tests with anxiety and distrust; teachers should discuss these attitudes with the student, along with all test results to promote better self-understanding. Literature reveals that the more involved the student is in pre-assessment, on-going evaluation, and post-assessment, the better he/she will respond and succeed.

REVIEW OF TESTS

Although other tests could have been included, the following annotated bibliography of tests represents most of the tests commonly used by or for adult basic educators.

ADULT BASIC LEARNING EXAMINATION (ABLE)

Karlsen, Bjorn; Madden, Richard and Gardner, Eric. Harcourt Brace Jovanovich.

The ABLE is a battery of tests used to measure the level of achievement of adults. It tests achievement as low as grade one. Each of two levels tests vocabulary, reading, spelling, and arithmetic. The reading subtest tests silent reading only. It does not attempt to evaluate word analysis or attack skills. A multiple choice format is used on the arithmetic subtest--similar to that found in most GED preparation books and the GED test. It is excellent in its use of adult language and format. If it were not feasible to do individual testing, the ABLE would be a good first choice for group situations.

ADULT INFORMAL READING TEST

Leibert, Robert E., Ed.D. University of Missouri, K.C.

The AIRI is an individually administered test to estimate instructional needs and assess changes. It is scored by performance criteria rather than norms and evaluates a reading practical level and a peak performance level. It is not copyrighted and can be copied. The word lists go to the second half of the third grade level only, while the oral selections reach the ninth to tenth grade level of difficulty. There appears to have been too much emphasis given to the study of the informal reading survey with children rather than adults. Only one bibliography reference out of nine was a book about adults, so facilitators would need to bring their background into the evaluation process.

BASIC ACHIEVEMENT SKILLS INDIVIDUAL SCREENER

Psychological Corporation.

The BASIS is an individually administered assessment used as a screening device before beginning a diagnostic assessment. It takes about one hour of testing time and contains criterion-referenced information and norms. Material on the reading and math tests is not specifically geared for adults so some reading selections appear too childish.

DIAGNOSTIC ANALYSIS OF READING ERRORS (DARE)

Gillespie, Jacquelyn, and Short, Jacqueline. Jastak Associates.

This test was designed to (1) identify adults and adolescents with language related learning disabilities in classroom size groups easily and quickly; (2) provide indications of the nature of each identified disability as it is reflected in reading and spelling; and (3) to elicit diagnostic information for individual assessment. The DARE can be given in 20-30 minutes in a group setting and less if it is individually administered. The limitations seem to be large enough to look for a better test as it appears that it does not even correlate as well as the WRAT with reading comprehension and reading vocabulary. Although it can be given in a group situation, it does not produce enough data to make giving it worthwhile.

SPACHE DIAGNOSTIC READING SCALES

Spache, Geo. D. Revised Edition. McGraw Hill.

The "Spache" can be used as a good, quick indicator of word recognition when entering a new adult student into reading materials. The oral selections at the upper levels of the test are appropriate for an adult, but this is not true at the lower levels. The phonics and word attack subtests are as good as any available, and could be used as teaching material or for quick checking on progress in specific word attack approaches. The word recognition and

phonics subtests make good screening devices for beginning students.

ENGLISH AS A SECOND LANGUAGE ORAL ASSESSMENT (ESLOA)

Gonzales, David; Jenkins, Joyce, Ed.D. and Santipietro, Kathy. Literacy Volunteers of America.

This test was designed to provide tutors with a brief, efficient measure of their students' abilities to speak and understand English. It determines entry level, progress levels, ability to follow directions, ability to follow English patterns, and the use of specific vocabulary. It is divided into four levels of English proficiency meant to serve as a guide to help the tutor meet individual needs. There are no norms included. This is a good assessment of English for placement into a group and can be administered individually in approximately ten minutes. It also contains many excellent teaching suggestions.

AN INFORMAL READING INVENTORY

State Department of Education, New Hampshire. An Informal Reading Inventory: for Use by Teachers of Adult Basic Education.

This is an individually administered test measuring grade levels 1-6. It assesses word recognition and analysis, oral reading comprehension, speed, errors and fluency, listening ability, and letter and blend recognition. It derives an independent, instructional, frustration, and present potential level. It is similar to the Spache with a poorer diagnosis of word attack skills but with reading selections which are more appropriate for adults. It could be used with the Spache for screening or entry level placement.

INDIVIDUAL READING PLACEMENT INVENTORY (IRPI)

Smith, Edwin, and Bradtmueler, Weldon. Follett Ed. Corp.

This is a rapid assessment of reading ability of youth and adults up to grade level seven. It derives an

independent, instructional, and frustration level and a present language potential level. There are two forms of the test with each form divided into five parts: word recognition and analysis, oral paragraph reading, present language potential, auditory discrimination, and letters of the alphabet. It is individually administered. Since the test gives directions for marking errors to indicate the type of errors made, it could be used diagnostically. The oral selections are appropriate for adults. If this test is already available at a location, it would be suitable for pre-assessment, as a teaching tool, or as a quick placement test.

LEARNING EFFICIENCY TEST (LET)

Webster, Raymond E., PhD. Academic Therapy Publications, California.

This is an individually administered test assessing visual and auditory memory characteristics of students ages six to adult. It gives a preferred learning style. Ordered and unordered recall are assessed under three conditions: immediate, short term, and long term recall. This test can be administered and scored in 10-15 minutes. The manual says that the test can be used in predicting reading and mathematics achievement levels for average students as well as those with intellectual or emotional problems. It includes a section on interpretation of memory performance and describes specific remedial activities. Its purpose, as stated, is to examine how efficiently and effectively a student processes and retains information presented through either the visual or auditory sensory modalities, and the remediation section of the manual gives suggestions for working with these skills.

READ

U.S. Office of Education. Literacy Volunteers of America. New York.

This test has no percentiles or established norms. It has a fifteen-page pretest and a nine-page post-test with recording sheets for each. Part I assesses word recognition, Part 2 assesses word attack skills, and Part 3, comprehension, is used only if criteria for the first parts have been met. The test contains short stories with comprehension checks. This test could be beneficial if the program at your center is using the READ ON materials. The format for scoring is one which would help for keeping a record, and updating the record of student reading skills achieved.

READ ON TEST

Literacy Volunteers of America, Inc. Syracuse, New York.

The READ ON program test is intended to be used by a teacher and one student with the directions on the left for the tutor and the student work on the right. It is a placement test for READ ON materials. The test does not reveal enough detailed reading diagnostic information to be of much benefit; however, the manual has an excellent chart on patterns of words which would be beneficial to the ABE or ESL program.

STANFORD DIAGNOSTIC READING TEST (SDRT)

Karlson, Bjorn; Madden, Richard and Gardner, Eric.

This test has a reading section and a math section. The material is not childish in approach or vocabulary it assesses for grade levels 1.5 - 12. It could be a good diagnostic tool.

SLOSSON INTELLIGENCE TEST (SIT)

Slosson, Richard L. Slosson Education Publications.

The purpose of this test is to evaluate mental ability, with administration and scoring occurring simultaneously. It is an individually administered test for screening or estimating I.Q. and is quickly administered and scored. The manual gives specific applications for testing those with reading handicaps, the blind, the deaf, those with language

handicaps, those with minimal brain dysfunction, learning disabilities, emotionally disturbed, and the deprived. This test would be a good addition to a test battery, since it would give an estimate of mental abilities without needing to have a psychologist test the student.

SLOSSON ORAL READING TEST (SORT)

Slosson, Richard. Slosson Education Publications.

The SORT is a one-page test which takes approximately three minutes to give and to score, deriving a grade level score up to high school. The format is suitable for an adult with the word lists having appropriate adult words for levels three and above. The lower level word lists are somewhat childish. This test is fast and efficient, but no better than word lists included in other more comprehensive tests.

STANFORD TEST OF ACADEMIC SKILLS (TASK)

Gardner, Eric; Callie, Robert; Mervin, Jack and Rudman, Herbert. The Psychological Corporation.

The TASK is a comprehensive achievement test designed to measure the outcomes of learning. It has two levels intended for use in grades 8-13 as measures of basic skills. Level 1 serves as a measure of competence at the adult social level and assesses reading comprehension, vocabulary, spelling, English, writing, mathematics, science, and social science. The reading subtest includes material which requires different reading skills, such as in advertisements, directions, fiction, humor, and poetry. The format of the spelling test is one of identifying misspelled words which is the technique used for the GED test. The subtests take from 15 to 40 minutes each, with two hours and 25 minutes needed to take the entire test. Since this test primarily measures what is covered on the GED test, most centers would not find it more valuable than the pretests they are presently using with the GED materials. However, if they are not using the pretests, this test would be a

good evaluation of the student's ability to proceed with the GED program.

TEST OF ADULT BASIC EDUCATION (TABE)

CTB/McGraw Hill. California.

The TABE measures adult proficiency in the basic skills of reading, math, and language. It would be especially helpful for a person considering a vocational-technical school training program, or general literacy and self-improvement study. The language and content is appropriate for adults. There are self-scoring answer sheets for immediate feedback of results. The TABE is designed for Adult Basic Education Centers, high schools, junior and community colleges, mental health agencies, vocational rehabilitation programs, correctional institutions, and vocational training and self-improvement programs. It is not appropriate for the adult at the beginning literacy level. It may be administered to a group.

WIDE RANGE ACHIEVEMENT TEST (WRAT)

Jastak, Joseph). The Psychological Corporation.

The purpose of the WRAT is to provide a screening instrument in math, spelling, and word recognition. It has an age range of three to college age. It takes approximately 30 minutes and comes with two forms, with choice of forms depending on the age of the student. The manual includes percentile and grade level scores. If used consistently with many students as a quick screening device, much diagnostic information can be obtained. It has been this writer's experience that usually information received about a student from the WRAT correlates with other tests, although some researchers have not found this to be true.

WIDE RANGE INTEREST OPINIONS TEST

Jastak, J.and Jastak, S. The Psychological Corporation

The conceptual base of the WRIOT assumes that human traits, attitudes, and levels and areas of integration can

be measured. It consists of 450 pictures arranged in 150 combinations of three each. Males and females are given the same pictures, but the results are analyzed differently. The pictures are spiral bound in a re-usable booklet with answer sheets being hand or machine scored. The scoring key was not included in the sample kit and it is impossible to score it without this overlay, so it was not possible to see how results were tabulated. The test is very long and would be more suitable for a vocational setting than for an ABE program.

THE LONDON PROCEDURE

Weisel, Laura Peltz. The London Procedure Adult Learning Problems: A Screening, Diagnostic, and Teaching Guide. Ohio State University.

The London Procedure was specifically designed to provide a screening of visual and auditory functions and a diagnosis of visual perception, auditory perception and reading as an encoding an decoding process for Adult Basic Education. It is designed for students functioning below the eighth grade level. It is divided into fifteen short tests organized into five major areas with an approximate administration time of 45 minutes. The manual is introduced by a long manuscript written by a learning disabled adult. The description of the nature of this woman's problems is excellent and might easily apply, in some part, to most learning disabled adults. In the introduction, Ms. Weisel discusses the difficulty of keeping the adult with learning problems in a learning environment. The manual covers teaching strategies, which include remediation techniques for each area of the test with examples of techniques for compensation given for areas where remediation would be too difficult. This writer did not always agree with the interpretation of the results of the sample tests shown. A helpful materials listing is included, but the prices are not correct. Some of the materials are somewhat juvenile in format and vocabulary.

Some of the required information should be obtained in a medical setting. Since it must be augmented with an interview plus the addition of a basic skills evaluation from another source, other tests would be faster and easier to interpret by the facilitator. The adult educator must also be aware of the length of time necessary to supply missing process skills before beginning academic skills. Many of the techniques given involve teaching these processes before using paper, pencil and book activities.

The London Procedure is no longer available, but could be used if it is in the Center library.

WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY

Woodcock, Richard and Johnson, M. Bonner. DLM Teaching Resources.

This wide-range comprehensive battery of tests is frequently used to measure achievement when determining eligibility for learning disabilities programs. The battery of tests also includes tests to measure cognitive ability and interest. The achievement tests include subtests on letter-word identification, word attack and comprehension for the reading cluster; calculation and applied problems for the math cluster; and dictation and proofing for the written language cluster. If desired, there is also a section on achievement called the knowledge cluster which includes science, social studies, and humanities. The scores for the knowledge cluster seem to correlate closely with the student's intelligence scores.

The Woodcock-Johnson Psycho-Educational Battery of tests are individually administered. Preparation by training or self-study is needed for proper administration, interpretation, and use of test information. The test has been normed through adult ages, and most of the items and pictures are appropriate for adults. Much useful information can be obtained from this battery of tests by a sensitive test administrator.

LEARNING STYLES, TEACHING METHODS AND REMEDIATION TECHNIQUES

Keeping in mind the necessary social skills and adult competencies which we have discussed and the evaluation and diagnosis guidelines we have covered, the following teaching ideas have been found to be helpful.

First, it is necessary to examine the entire program before being able to choose methods or techniques. Most of those answering the survey for this study wanted more help with diagnosis and remediation techniques than any other factor; however, the readings highlight that successful remediation programs often have very little to do with diagnosis and remediation techniques, but have much to do with the theory and attitude of the entire program and specifically, the attitude of the teacher.

Strong remediation programs have strong administrative support and the belief of the administration that efforts directed toward the adult learning disabled student are worth the time and money being put into the program. Strong programs have specific guidelines for tests which are given upon entry, reasons for their selection, and a program of structured course work based on the philosophy of the program and the diagnosis. Strong programs include follow-up on non-attenders, flexibility in scheduling sessions, provision for multiple learning systems, and techniques based on prescriptive assessment data. Strong programs have a history of using volunteer instructors and peer tutors, with frequent monitoring of students.

One aspect of a good, strong, basic education program which has most often been overlooked and ignored, is the benefit which may come about from having an advisory council. An advisory council will provide an opportunity to discuss learning techniques, strategies, and policies with other professionals. Facilitators often feel alone and as though there is no one to turn to with questions about how to proceed. Although many professional consultants do not wish to give long hours in tutoring sessions as volunteers,

many will enjoy and participate enthusiastically in an advisory council capacity. There are a variety of professionals who could serve in this capacity: learning disability specialists from the public school district, psychologists from the school or mental health centers, doctors who have an interest in the learning disabled, vocational rehabilitation counselors, nutritionists, etc. They then become available for help with training workshops and small group discussion sessions for students. Some of the areas which have been found to be appropriately assumed by an advisory council are:

(1) help in establishing admission criteria and procedures

(2) helping to establish assessment procedures for determining individual needs and possible referral needs to other sources, such as vocational rehabilitation

(3) resource people for new materials, new information, and technology

(4) alternative methods of expanding the program, reaching more students

(5) avenues for employment opportunities for students

(6) opportunity for group psychological assistance or establishment of peer support groups

(7) opportunity for career counseling, and disseminating critical information vital to learning disabled adults

(8) providing a framework where learning disabled adults, competent in an area of expertise, can give input.

Fellenz and Conti found the first six hours of class to be a critical period in the life of ABE students. These hours can make the difference between a student continuing toward a positive experience with increased literacy, or a student encountering another disappointment and loss of learning. They suggest that facilitators ask themselves the questions they would be asking if they were encountering new learning situations, and then be able to anticipate these questions in their students to ease the way for them. Questions which will often be raised are: (1) What's

expected of me? (2) How much time will it take to reach my goals? (3) Are my goals realistic, or do they need to be modified? (4) How much effort and sacrifice on my part will it take to accomplish my goals? (5) What will be the cost at the school for baby-sitting, for materials, in loss of job time, etc.? (6) Is it too late for me to learn--am I still able? (7) What is my teacher like--will I be able to work with this person? One technique suggested is to have the student keep a log of questions that arise on any aspect of the program and their involvement for the first six hours as well as recording the interests of which they become aware during this time. It is important to ask them to make a commitment for this first six hours before deciding to continue or discontinue. Usually the first six hours involves introduction to the school and program, initial interview and diagnosis of the student, placement and instruction with appropriate materials and techniques, and making necessary adjustments to the program.

Boredom is a reason for some adults to drop out of programs. Too much of one activity, such as fill-in exercises, produces fatigue in most of us. Techniques which Hershusius suggests to alleviate this boredom are for the student to freely choose library books of their interest, to engage in writing tasks that are of importance in their own living, to develop projects with the tutor and see them to completion, to watch and talk about filmstrips and films, to read the newspaper together and to weave these experiences into the teaching of needed concepts along with the structured learning experiences. Hershusius is a strong proponent of the whole language approach to learning, putting the emphasis on the importance of the adult's personal experiences.

Garrison found that how well the demands of school are congruent with or can be integrated into the adult learner's other roles and responsibilities could be a crucial factor in the drop-out rate.

A term often heard at this time is the concept of "holism" in learning. This is simply the notion of integrating new with existing knowledge, and many feel that it is critical in helping the learning disabled adult. The language-experience methodology is generally recommended for the holism concept with the feeling being that using the student's own language for instruction will ensure that knowledge will be relevant and that it will become assimilated.

For years, research into teaching effectiveness has pinpointed the instructor as the most important variable affecting success in the classroom. Regardless of the quality of the materials or of the approach used, students will be more likely to succeed if they perceive the instructor as caring, committed, and capable of teaching. Good teachers seem constantly on the lookout for new ways to improve their skills.

Although sensitivity and compassion were found to be important characteristics of teachers, the most important characteristic for teachers in adult literacy programs is that they must be able to "explain well". Adult Basic Education students identified "good teaching" as of primary importance. Other factors found important were enthusiasm about the subject matter and regular assessment of student progress. What does this say for the adult facilitator? Perhaps it is an encouragement to be not so concerned about the techniques employed as to your confidence in these techniques and your ability to explain the processes and the steps involved to the students. If you are uncomfortable with computers, it is probably a good idea to use another technique in which you have confidence and have found to work for you. If you can expand on the language-experience technique and use it to advantage enthusiastically and comfortably, use it; however, if you feel more comfortable sticking with the Laubauch materials directly as shown in the teacher's manual, then continue to do so until you have

a chance to incorporate other techniques into your teaching style comfortably.

Some general guidelines to remember are:

(1) Provide as comfortable a learning climate as possible.

(2) Have the student select at least some of the materials used. (If two copies are used, the tutor can read to the student while the student follows in his/her copy and then reads back some portion, followed or preceded by some discussion.)

(3) Provide time for some sustained silent reading at the student's level. It cannot be assumed that the student will ever do this outside of the educational setting. The opportunity to do this for even a few minutes will begin to set a pattern for independent reading.

(4) Use high-interest and relevant materials, if possible. This might entail rewriting popular magazine and newspaper articles.

(5) Begin with discussion before presenting reading selections to establish a learning set.

Along with helpful attitudes in the program and in the teacher, perhaps it is also helpful to look at some attitudes which will not be helpful. The "mothering" instructor who allows the learning disabled student to be manipulative will not provide a helpful experience to the student. Also, an administrative desire to find caring tutors, but not providing enough training to enable these tutors to feel confident and able to modify the individual curriculum, may not be beneficial to the program.

One technique for training a new tutor, is to first model or demonstrate a new technique, and then provide an opportunity for the tutor to demonstrate the ability to use this technique to the trainer before trying it with the student. Another favored method of gaining experience is to "sit in on" a successful instructor or tutor several times at spaced intervals to upgrade skills. Too much information at the beginning will be intimidating and not easy to

assimilate; however, spaced training and observation will allow time to assimilate information and change teaching behavior.

While many learning disabled subjects describe themselves as lacking in motivation, they often tend to be unusually persistent in reaching their goals. We can make their task easier by asking ourselves these questions:

(1) What does this student actually need to learn at this time?

(2) What would be nice for the student to know?

(3) What is irrelevant at this time?

We can then eliminate goals and tasks that are beyond the student's present capabilities.

Most adult learning centers use four basic approaches to helping adults improve reading skills. The choice of reading approach will be determined by the student's strengths and weaknesses as well as his learning style as determined in the initial assessment. The reading approaches will be discussed first, then followed by specific techniques.

I. Phonics Approach This approach follows the traditional concept of learning the beginning alphabet sound, then letter combinations, digraphs, trigraphs, phonograms, encoding, decoding, sentence structure, spelling rules, and finally learning reading generalizations and writing. This method is exemplified by the use of the Slingerland materials. One aspect which can be helpful in the phonics method is the use of nonsense syllables or nonsense words to replace real words. This allows a true use of sounding skills rather than relying on sight clues. Phorgan's Phonics provides a good resource for nonsense syllables and words. A positive aspect of using the phonics approach is that it gives the tools for reading words the student has never seen before. Although it is sometimes difficult to believe, 85% of American words are rule governed, so it leaves a relatively small number of words, 15%, to memorize. On the negative side, however, is the fact that the small

irregular words are used frequently. Meaning must be reinforced by another means if this method of reading is used exclusively. One technique to help in transfer to the visual modality is to have students circle the combination being studied in words encountered in a newspaper or magazine selection and then to read these words.

Phonics may be very difficult for some learning disabled adults because of the onset of loss of auditory acuity, or of specific disabilities in the auditory process. Helpful techniques to be used can be: (1) feeling their own throat muscle movements, or yours, as they form sounds, or finding a speech production chart showing where the tongue is placed for various sounds in addition to feeling the throat or looking at a mirror; or (2) many will need much help with listening for likenesses and differences in sounds and words and producing them rapidly on command. The Laubach reading program has extra workbooks which may be ordered for additional phonics instruction.

II. Sight Word Approach The sight word approach is the technique of teaching and recognizing whole words. The rationale for the use of this approach is that whole words associate the written form with its spoken form and with its meaning. The whole word is the most natural language unit and the written form to be learned should be meaningful, according to the proponents. At the basic, beginning level, objects such as books, table, clock, etc., would be labeled in the classroom; then emergency words and essential word lists would be taught, isolated and in context. One technique is to ask the student to draw a line around the shape of the words while they say them. The student could be shown the word, then asked to fill in the missing letters on a sheet of paper with the same words. This approach relies heavily on visual memory with which many adults have difficulty. Many teachers have used flash cards to develop skill in sight words. The words are taken from essential word list, Dolch words, the 250 most common words in the

English language, etc. The appendices of many adult reading series have such lists.

III. Word Pattern Approach This approach primarily teaches decoding and is based on the fact that English spelling patterns are predominantly regular. The syllable is the basic language unit. Letter sounds are dealt with in syllables. The student would learn to generate other words from the pattern being studied, such as at, pat, mat, etc. This technique relies heavily on the ability to rhyme ending sounds, which is a skill which is not developed well in many learning disabled adults. This approach is usually used as a supplement to another method.

The Laubauch materials use a combination of these three approaches: phonics, sight word, and word pattern, in adult contextual materials. This may account for the popularity and success of the Laubauch materials.

IV. Language Experience Approach This approach, when used well, combines the skills of the other three approaches and puts these skills in a context which is relevant and meaningful to the student. It is based on the rationale that meaning should be the primary guide in selecting words for initial reading lessons. Students orally tell the facilitator something from their own experience, perhaps some basic information about themselves, their family, their job, or something they have done. The instructor transcribes the students' words and reads them back to the students. Then the instructor guides the students in reading their own passages. The words of the passage in turn become the raw material for other reading skill activities. In this writer's opinion, it is important to give the student the opportunity to edit, make changes, and then type their own passage on a typewriter or word processor. The student learns to recognize words as a part of his or her own idea. From the passage, the facilitator can then incorporate the other methods, such as finding patterned words and generating more words, pointing out words which must be learned by sight, pointing out and

sounding phonics patterns, syllable patterns, etc. The primary negative aspect of this approach is that it will not follow the usual sequence of learning. The Literacy Volunteers of America (LVA) materials incorporate the language experience approach.

From the positive and negative aspects of these approaches, it can be seen that it would be difficult to use one method exclusively for all students and expect maximum benefits. A combination of methods, depending on the strengths and weaknesses of the student and the skill and comfort level of the tutor, must be considered.

The Visual Auditory Kinesthetic and Tactile (VAKT) method of learning helps to identify learning styles. Visual learners are comfortable with books and graphs. They see details, are good with visual symbols, and are good with puzzles. The visual learner has difficulty with oral directions and participating in oral discussion. It is helpful to remove distractions and give visual directions, demonstrations, charts, graphs, and configuration clues. Label objects and diagrams if possible.

The auditory learner tends to be a talker, memorizes easily, performs poorly on group tests, and tends to have a poor perception of time and space. Thinking out loud (brainstorming) and eliciting oral responses is helpful. Sometimes pairing the auditory learner with a visual learner is beneficial.

The kinesthetic learner learns best by moving and touching. This student enjoys doing things with his/her hands. The kinesthetic learner is well coordinated and can take things apart and put them back together easily. Spatial perception is usually quite good. Manipulatives, number lines, and outlining before writing can often help these learners.

The tactile learner characteristically has trouble with one-to-one correspondence, rote computing, and sequencing at any level. This student needs concrete objects for learning and has difficulty learning abstract symbols. Diagrams and

other illustrations can help to establish associations with numbers and symbols.

Although they have a preferred learning style, most learners use more than one mode to learn. It is wise, therefore, to provide some variety in both learning style and approach to learning.

A listing of some suitable materials and resources is included following the bibliography.

TECHNIQUES FOR LEARNING

What can a facilitator do to help the learning disabled adult in the classroom? The following list of tangible techniques are beneficial for all students, but are especially helpful for the learning disabled student.

GENERAL TECHNIQUES:

(1) Teach for some degree of success for each student each day. Be positive. Break down the lesson in small enough steps so the student can understand it. Sometimes you can prime a student for a lesson by using a rehearsal procedure with recitation as a reward. Look for opportunities to praise.

(2) Begin each lesson with tasks that do not require writing, and proceed to the tasks that require writing.

(3) Provide structure and orderliness. Unrelated comments and excessive talk about other topics should be avoided. Provide closure and transition in moving from one skill to another.

(4) Research shows that automatic response comes with speed. Take every opportunity that is appropriate to chart speed on small tasks, such as sounding nonsense syllables, phonics groupings, math facts, sight words, etc. Even oral reading of a number of lines could be charted, with the same paragraph being read three times to help the student realize that speed can be improved.

(5) Make directions simple, few, concrete, reasonable, and positive whenever possible.

(6) Provide students with privacy and some degree of freedom from distraction. Study carrels may be helpful.

(7) In group work, some instructional techniques may be disorienting to students. For example, calling down or calling on a specific person or targetting (picking on) a specific area or person.

(8) Although authors have conflicting opinions on this point, many feel that the "game" situation does not provide a good learning environment for drill and practice because

of conflicting needs for attention. It was found that for some learning disabled students, there is a consistent disadvantage of practice on the game format.

(9) Changing from one subject to another and back again is very distracting to some students. Many need a slow transition from one idea to another and you cannot assume automatic transition.

(10) Believe strongly in your approach and expect success. It is better to develop your own approach and believe in it than to adopt the approach of a "highly successful" teacher and not feel comfortable with it.

(11) For good retention, it is usually necessary to over-teach and drill.

(12) Develop high interest materials of a personal nature. Use the experience method approach as well as choosing topics of interest to a particular student. A possibility for a writing assignment is to have students write TV commercials--thus allowing for the range of abilities in a group.

(13) Multi-sensory strategies should be used whenever possible. Use of audio-visual materials is essential.

(14) Encourage the initiation of a self-help group. There is much evidence to support the benefits to the student of being a part of a support group of learning disabled adults. This provides a format for sharing frustrations, coping, easing the feeling of being "all alone", overcoming personal problems, seeing the success of others, sharing their own success, and maybe even planning outings. "LAUNCH" in Texas, and "Time Out to Enjoy" in Illinois, are successful self-help groups.

(15) Learning disabled adults rate their peers as the people most helpful to them. Help them get in touch with other learning disabled adults, get a speaker or panel from time to time, etc.

(16) Remind the student many times that plateaus in learning are normal. A plateau is a point in the learning process where neither speed nor accuracy appear to show any

improvement. This is a time when students can easily become discouraged and give up. Students need to know that plateaus are periods during which consolidation, integration, and differentiation are taking place and that these processes will eventually lead to greater speed and accuracy. They need support and encouragement at this time.

(17) Pick a job that the student has had and have him/her dictate in exact detailed sequence what he/she had to do to perform that job. This builds self-confidence, helps sequencing, and works well for experience reading.

(18) Be sure that any microcomputer program used is simple enough so it is not necessary to search the keyboard in order to respond.

(19) Research does not always demonstrate better writing skills by learning disabled students who use microcomputers as contrasted with using paper and pencil, although some attitudinal advantage was found. The experience story could be very effective on the computer with immediate proof reading, correction of errors, and print-out for reading.

(20) Examine the use of an advisory council for the benefit of facilitators, tutors, administration, and the LD support group. All of us need someone to turn to from time to time.

(21) When you discover a facet of a student's functioning that you had not been aware of before, or that you had not discussed, discuss it openly with the student and explain it to the best of your knowledge. Students will usually be relieved to learn more about themselves.

(22) Use the microcomputer for tasks which can improve speed of functioning. Keep performance records. It has been found that with extended practice, specific skills can reach a level of proficiency where skill execution is rapid and accurate with little or no conscious monitoring.

(23) Above all, the teacher must be a positive person and avoid being aversive--using shame, put-down, criticism, or arousing guilt. The facilitator should be a sensitive person who treats the student with dignity and respect.

READING TECHNIQUES:

(24) Teach a code for marking reading material used at home. "R" can be used for a single word they cannot sound, "M" for a word that can be pronounced but one for which the student does not know the meaning, and "O" for anything else, such as idioms or reference to unknown material. This provides material for the next tutoring session. You might also have the student write a short summary of what they read.

(25) For left to right orientation in reading and for correcting a tendency to word reversals, have the student use a newspaper, drawing a line under each line in a column, then going to the next column. Practice this for 30 seconds and count the number of lines underlined. Do this each session, noting speed improvement. It is believed that all skills must become rapid before automaticity is assured. This is an eye-training exercise.

(26) Use a newspaper or magazine to have the student circle each "b" in a row as quickly as possible. Use this for m/n confusion, b/d, was/saw, or who/how etc. Be sure to focus on only one of the pair in any given session.

(27) Read a paragraph aloud, then have the student re-read it to you.

(28) Cut out a newspaper article and enlarge it. Have a copy for the tutor and the student. The tutor reads the article aloud while the student follows with his/her copy. Always discuss what is read.

(29) For students interested in hunting and fishing, use hunting, fishing, and sports magazines in the same way as above. Especially try to find high interest articles with action in them.

(30) Use popular magazines (Motorcycle, Hotrod, People, Reader's Digest), tabloids, romances, personal account articles from women's magazines, etc. to practice reading. These can be assigned to help establish reading at home.

(31) To improve visual memory for phonics patterns, have students look for specific letter combinations in printed reading material. Examples to look for might be: sch, oi,

gh, dis, ing, or whatever pattern you are studying. If appropriate, make a list of these and practice them. Do not do more than a few of these in any one sitting.

(32) To expand the experience story, read content material to the student. Have the student "paraphrase" what you have read. Print the student's exact words in paraphrasing and have the student read it back to you.

(33) Tape a magazine or newspaper picture at the top of a page. Print a text of your own with appropriate vocabulary under it. Put vocabulary from the article under that, then the actual printed version of the article under that. Go from discussion of the picture with the student to reading your version, to study of the vocabulary words, then to a final reading of the printed version.

(34) Try choral reading and reading plays. Movie scripts are especially good for this and can be found at the library. They are usually fast-action reading. Try to get two copies.

(35) Tape a short exerpt from a story or article for the student to listen to several times at home, then have the student read it to you at the next session.

(36) View a film strip together with the tutor reading the script first, then have the student read the script. Most school districts have film strips available to borrow.

(37) Encourage your students to dictate conversation to you. Have them do this with an ordinary family conversation. Type it and take turns with the parts. This, in addition to reading practice, helps students look at situations from a different view point.

CONTENT AREA TECHNIQUES:

(38) Mini-courses are helpful for some students if several have the same need. This is especially helpful in GED preparation.

(39) Adapt general knowledge and informational materials to an appropriate reading level so the world of information and experience is broadened while basic skill concepts are being taught.

(40) Use high school texts and trade magazines for providing information. Include some new vocabulary in your rewritten version. Also, use the materials for listening comprehension and improving general knowledge.
(41) Get local groups, such as the "Toastmaster" group, to volunteer to tape content material and interest level books for the student to listen to and follow along with at home. Be sure the volunteer reads with expression and at a slower than usual pace.
(42) Always ask factual questions over new material before moving to inferential questions, and finally, to predictive questions.
(43) Whenever possible, have the student make representational models, such as charts, tables, and graphs.
(44) Use examples of the concept and examples that do not contain the concept to show or promote pattern development.
(45) In math, use concrete models, manipulatives, diagrams, constructions, and/or pictures whenever possible to add concrete examples to abstract ideas.
(46) Break each math concept down into a series of steps and show the student this breakdown, go over the breakdown, and reinforce working through every math problem in stages.
(47) Encourage students to make a prediction on every problem they are working. Teach them how to make estimates by rounding numbers to the nearest 100 or 10,000, etc. Help them get a "feel" for whether they are in the "ball park" on percentage, decimals, fractions, measuring, etc.
(48) Teach students to go back to their original estimates when they finish a problem. They will not automatically do this at first.

STUDY SKILLS TECHNIQUES:

(49) The learning disabled adult frequently has difficulty bringing to closure, so summarizing and rehearsal is helpful.
(50) Teach study skills, such as the SQ3R, listening, time management, test taking, and analytical skills, by providing tapes to listen to at home with written examples.

(51) Use any good book from the library on memory techniques, mnemonics, clustering, and chunking; then teach as much as is appropriate.
(52) Help students be consistent in looking for cues and clues from boldface type, underlined and italicized words and phrases, or numbered sequences.
(53) Teach a student how to learn or some learning strategies. Learning Strategies, a program developed by the Institute for Research in Learning Disabilities, is now being used in some public schools. Information from this progbram would be especially important for any adults going for further education. Learning how to learn may be more valuable than what they learn.
(54) When having students proofread materials copied from a book or the chalkboard, have them proofread letters word for word backward. Use the same technique for math copying.
SOCIAL SKILLS TECHNIQUES:
(55) For the students who are in the process of a job search, have them make an honest assessment of what they can do, and their strengths as well as their weaknesses, before they apply.
(56) Help students identify and focus on their strengths. Have them break down what they can do into specific operations they perform to complete a larger task. Help them to see that new things to be learned are just a series of small tasks.
(57) When students tell you about their personal lives, help them to move away from the thinking pattern that "this is the worst thing that could have happened to me". Focus on what they can learn from the experience.
(58) Help students change a pattern of thinking that their fate is determined by forces beyond their control. Help them to see that they can exercise some control by building on their strengths rather than repeating their weaknesses.
(59) Help students to see that they are more likely to receive a positive response from others if they do not force themselves on people. Give them clues to show how they

might respond to initial overtures of friendship, or how they might make overtures of friendship.

(60) When they feel excluded, help students to evaluate what it is about their actions which is distancing themselves or excluding themselves from becoming actively involved in conversation or group activities.

(61) Teach how to accept criticism in a variety of situations. Help them to generalize to employment and other situations.

(62) Provide "success" oriented tapes for students to listen to at home. A variety of these are available, often from the public library.

(63) Teach anxiety or stress management from any source with which you feel comfortable.

(64) Use suggestions from social skills programs now available for adolescents (Skill-streaming, ACCESS, ASSET, or others) to adapt role-playing and other activities to adults.

Above all, enjoy yourself and your students will enjoy the learning process. Expect progress and success, but don't place unrealistic expectations on yourself or your students. Learning new ways to teach and to learn takes time.

A listing of some suitable material and resources is included following the bibliography.

EDUCATIONAL PROGRAM MANAGEMENT

This section is intended to assist the person who is just getting started working with adults with learning problems. This person has a group of students and some materials, but feels at a loss in how to approach the task at hand.

Remember that you are not in this learning program alone. You have the best authorities on how your students will learn right in your classroom. Your students already know what has been tried and found lacking and what has helped them the most. Asking individual students many questions and keeping close records of progress, both success and failure, is the surest route to a solid educational program management.

The adult student often needs help to develop individual responsibility. It is necessary to provide a structured system for the management of the tasks. Some other training may also be needed to promote independence. Teach the students how to operate the audio-visual equipment and the computerized programs they will use. Make provisions for them to correct work themselves and record their programs on a separate sheet for each book or activity.

Devise a series of forms and graphs to record every phase of the process. One example is a simple graph which could be used to chart a variety of tasks such as the number of words read correctly in a beginning level GED book in two minutes or the number of multiplication facts answered correctly in one or two minutes. The time in seconds or minutes could be plotted on the vertical axis with the date on the horizontal axis. This acts as a reinforcement for a student for mastering basic facts or improving reading speed.

Another helpful form is an instruction sheet for each student. A sample is provided in Appendix B. Many suitable activities and materials should be listed. The student

is asked to check off the activities or materials used with the page numbers and indicate any need for repetition. Then suggest that the student select the activities or materials to be used at the next session.

Although the students should usually plan how their time at the learning center will be spent, it is wise to suggest that they start with a review of a skill learned previously, then proceed to new material and end with a session of practice time with known materials. This provides a successful beginning and ending. Suggest also that they plan for several different activities. Four separate tasks in the space of a one-hour work session is not too many for an adult who may get frustrated at trying to stay on task with one type of material for too long a time.

The management techniques described will develop a system for enabling the student and facilitator to see where they have been and where they are going. A tangible proof of accomplishment, such as a chart or graph, will provide the positive reinforcement needed to encourage further work.

LEARNING DISABLED ADULTS IN COMMUNITY COLLEGE SETTINGS

Many community colleges are now involved in adult learning programs which are designed for the high school drop-out, with the hope that helping students get a high school equivalency diploma will encourage them to proceed with the community college program. Many of these programs contain a learning lab or instructional program for college students who have learning problems. In these programs it is necessary to teach compensatory strategies and to identify alternative means of transmitting and receiving information to by-pass the impaired channels. Some techniques described by Findall in 1982 were:
(a) taping lectures and using tape-recorded books; (Many publishers have texts on tape by special request.)
(b) turning in typed assignments rather than hand-written;
(c) using a word processor for easier typing and proofing;
(d) using computer-assisted instruction to learn the material; (Many good programs are available.)
(e) using a structured study guide.

Some teachers feel that arranging for compensatory techniques removes the responsibility from the learner and many college instructors will not easily make adjustments in their programs for the learning disabled student. However, if the student is actively involved in identification and selection of compensatory techniques, and the college staff is informed on the necessity for these accommodations, a satisfactory program can be developed.

The learning disabled student in the community college may exhibit auditory or visual deficits. The student who has auditory problems will probably be identified by one or more of the following characteristics: (1) problems with oral lectures or assignments which are only given orally; (2) problems articulating or enunciating; (3) uses unusual or improper grammar, vocabulary and speech; (4) spells poorly; (5) easily distracted; (6) watches speaker's lips;

(7) difficulty understanding/daydreams.

Possible intervention techniques for auditory problems suggested by Robert Naymas are:

(1) Talk at a slower rate, avoid lengthy rambling responses, and give visual cues on the board or the overhead.

(2) Face the students rather than the chalkboard, and at the front rather than the back of the room.

(3) Provide written copies of the lecture.

(4) Provide brief outlines.

(5) Encourage students to write out sample test questions.

(6) Provide study guides and sample questions for essay type questions.

(7) Set small deadlines for long-term projects.

(8) Post the due dates for assignments.

(9) Teach students how to use textbook sections, table of contents, introductions, summaries, glossaries, and index. Do not assume that they know all of these techniques.

(10) Provide small group, large group, and independent projects.

(11) If appropriate, provide study carrels and "easy to change" furniture arrangements.

(12) Give several short classroom activities instead of one long one.

(13) Vary the format of tests to give a more equal opportunity to pass.

Some characteristics which have been noted for college-age learning disabled adults with visual deficits are: (1) loses place easily; (2) eyes hurt; (3) puts answers in the wrong place; (4) avoids graphs, charts; (5) has trouble with oral and silent reading; (6) uses finger to keep place; (7) has difficulty with writing.

Some possible intervention techniques for the visually disabled learners are:

(1) Give more auditory presentations, or a combination, such as in a film.

(2) Allow students to verbalize. Preview, review, summarize.

(3) Allow students to tape the lecture.
(4) Encourage using a paper to keep the place in the text.
(5) Write legibly and larger than usual on the board and in handouts. Try not to clutter the board.
(6) Use a consistent format for turning in papers and assignments.
(7) Encourage students to write answers before they are asked to respond orally. Ask questions of this student that you are reasonably sure he/she can answer.

Other characteristics which might identify a learning disabled student in a college setting are:
(1) Difficulty organizing time; beginning a task but not completing it; poor note-taking and outlining skills; inability to use reference materials; poor listening skills; and poor test taking skills.
(2) Discrepancy in quality of oral and written work.
(3) Short attention span (over or under activity with distractibility).
(4) Language problems, such as word substitutions, difficulty verbalizing and speaking in complete sentences; confused or misarticulated words and written language difficulties.
(5) Short memory for information presented.
(6) Inability to follow oral or written directions.
(7) Incoherent or disorganized oral speaking with lack of gestures.
(8) Anxiety.

Some intervention techniques suggested for these general characteristics are:
(1) Teach according to the learning priorities set, breaking learning tasks into small incremental stages. Master one before going on to the next.
(2) Review previous material before going on to new. Help students summarize.
(3) Give an alternative assignment for poor work rather tha "re-do".
(4) Respond to verbal and non verbal signs of anxiety.

(5) Make sure the student understands what you have said before moving on to new material.
(6) Teach memory tricks for some appropriate material.
(7) Teach the student to proofread by reading back to them until they can do it without assistance.
(8) Teach note-taking techniques, such as abbreviations, or using only one-half or two-thirds of the page while the remainder is used for noting key words and vocabulary.
(9) Allow sufficient time for asking questions.
(10) Give good, clear directions.
(11) Allow the student to audit a class before taking it for credit.
(12) Permit the student to attend two sections of the same class.

For more disabled students, Books on Tape or taped textbooks from the American Association for the Blind may be ordered, but this must be done several months prior to the beginning of the school year. Other options available are providing trained volunteer text readers; using volunteer tutors or peer tutors; organizing study groups with faculty-supported tutors; or initiating a peer support group and providing counseling and career advisement.

EMPLOYMENT AND VOCATIONAL REHABILITATION SERVICES FOR LD

In January, 1981, "specific learning disabilities" was added to the list of several disabilites eligible for vocational rehabilitation services. For their purposes, the person with learning disabilities was described as: "a person has to have a disorder in a psychological process involved in perceiving, understanding, or using speech or the written word. This disability could cause problems in listening, speaking, writing, spelling or mathematics. The handicap must be diagnosed by a psychologist or physician who knows about learning disabilities. As with other disabilities, there must be a substantial handicap to employment, and the agency must determine what vocational rehabilitation service can benefit the client." It is possible, under this provision, that the adult will spend as much as three and one-half days completing work samples at a rehabilitation evaluation unit before beginning "on the job" training.

Researchers have found many "on the job" problems associated with specific learning disorders. These problems encompass difficulties stemming from deficient academic skills, problems learning a sequence of tasks, the time needed to learn and carry out a task, inefficiency, errors, clumsiness, and social skills problems.

The learning disabled adult also has difficulty in getting and keeping a job. These problems include reading and filling out a job application, knowing where to go to find a job, and knowing where to go to get job training. A functional approach would be very helpful in educating these adults in skills such as completing job applications as well as banking, budgeting, and handling money.

The ACLD survey of occupational skills of learning disabled adults reports that 47% were unemployed, 64% of those who were employed were not satisfied with their work, 8% of the unemployed had never been employed, and 71% were being supported by their parents. A learning disabled

mechanic discussed his disabilities in terms of how it affected his job performance. He found problems in operating the cash register and making change. He had difficulties with eye-hand coordination in using tools and getting new batteries installed. He read the battery and parts numbers incorrectly so he sometimes failed to use the correct battery or part. It was difficult for him to find the correct address to deliver to a customer and he had trouble backing the service truck. It is easy to see how, with every job, there may be areas of difficulty for the learning disabled.

Employers should be educated that, although the training time will be longer, once trained, these adults are very capable and often turn their weaknesses into strengths.

A fear of new situations, founded on a history of rejections and failures, may lead the learning disabled adult to opt for less threatening, but potentially less satisfying, jobs without full awareness of possible consequences. The learning disabled adult needs to be taught to honestly evaluate his/her strengths as well as weaknesses before searching for a job.

EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS FOR THE FUTURE

David Quinn said that reading is not a panacea. It will not cure all the educational and social ills of learning disabled students. Social and occupational issues must be addressed if there is to be any improvement in the way learning disabled persons are educated. Verbal communication is the indispensable tool of life adjustment.

One of the frustrating realities of this exceptionality is the high degree of variation among the population. Therefore, it is necessary to focus the purpose of education on developing talents, not reinforcing weaknesses.

Educational institutions which program for the learning disabled adult should also be providing counseling in the areas of career awareness and exploration, problem solving, reality orientation, continuing education, and psychosocial skills.

According to the research by Frauenheim and Heckerl, within the field of learning disabilities, there seems to be only limited awareness of acceptance that some learning disabled individuals may not achieve functional literacy skills, despite adequate intelligence and educational opportunity. Research increasingly points in this direction. Intervention efforts must encompass life-long considerations bridging many areas.

As adult educators, we should work toward more public awareness of the learning disabled adult, educate employers, study well-adjusted learning disabled adults for success patterns, and possibly work toward a modified sheltered workshop employment program. We should provide information and literature to the learning disabled adults about their problems and develop a referral network for problems with which our educational program cannot realistically work.

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MATERIALS AND RESOURCE SUGGESTIONS

A wide variety of excellent materials and resource books is available and more adult education material is now being published. The following list is a sample of materials with some of the publishers who handle adult education materials.

F. E. Braswell Co. Inc., P.O. Box 2725 Millbrook Road, Raleigh, NC 27658

Pre-GED: From Pictures to Passages (Reading comprehension)

Number Power, Books 1-6 (Each book, different skill)

Building Basic Skills (Writing, reading,math)

Cambridge: The Adult Education Co., 888 Seventh Ave., New York, NY 10106

Pre-GED: Budgeting Know-How

Basic Ed: Living in the Reader's World (A reading program for adults)

The Adult Literacy Series (Stories and poems for beginners)

CTB/McGraw Hill, 3500 Garden Road, Monterey, CA 93940

Basic Ed: Learning Style Identification Scale (Malcolm, Gerkin and Hoeitke)

LSI Lessons in Self-instruction in Basic Skills. Levels 4-9. (Programmed books in reading, math and language)

BSL Adult Ed Tutor Program. Level 3-9. (Computer software based on TABE objectives)

Developmental Learning Materials, P.O. Box 4000, Allen, TX 75002

Resource: Learning How to Learn: Teaching Strategies (Jr. high to adult) by Carlson & Keimig.

Educators Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02238-9101

Basic Ed: The Spell of Words (Spelling workbook for 7-adult LD)

Resource: Starting Over (Teaching manual for reading, writing, spelling, vocabulary and handwriting)

Reading from Scratch (Systematic approach to reading and spelling for adults)

Goodrich Printing, P.O. Box 2265, Ann Arbor, MI 48106

Basic Ed: Phorgan's Phonics

Literacy Volunteers of America (LVA), Widewaters One Office Building, 5795 Widewaters Parkway, Syracuse, NY 13214

Basic Ed: Read On Reading Series 1-7 (Texts, workbooks)

Basic Reading-READ (Text, test & test sheets)

Resource: Management Handbook for Volunteer Programs

Tutor Handbook for Read All About It (Resource handbook for using newspaper)

Tutoring Small Groups: Basic Reading

Care Library for Literacy and Conversational English Programs: A Bibliography.

New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, NY 13210

Basic Ed: News for You (Weekly newspaper)

Cursive Writing

Filling Out Forms

Laubach Way to Reading (1-4)

Challenger (Reading, writing and reasoning skills 1-5)

Breakthrough to Math

Focus on Phonics

Resource: Literacy Trainer Handbook

Video Assisted Learning Programs

New Streamlined English

Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735

Resource: Talking, Listening, Communicating (Guide for social skills training with activities)

Teaching Interpersonal and Community Living Skills (Handbook for teaching social skills to adolescents and adults)

Quercus Corp., 2768 Pineridge Rd., Castro Valley, CA 94546

Pre-GED: Paying With Promises by M. L. Kelley

Reader's Digest, Educational Division, Pleasantville, NJ 10570

Basic Ed: Reader's Digest--Large Print

Trickster Coyote (Computer program for vocabulary building)

Frank E. Richards Publishing Co. Inc., Phoenix, NY 13135

Basic Ed: Using Money Series (I-IV)

Scott Foresman and Co., Lifelong Learning Division, 1900 East Lake Ave., Glenview, IL 60025

Pre-GED: Essential Mathematics for Life Series

Simon and Schuster, Prentice Hall Press, 200 Old Tappan Rd., Old Tappan, NJ 07675

Basic Ed: Reading Power Series, 1-4, by A. Cass

Pre-GED: Self Teaching: Improving Your Vocabulary

Spelling and Vocabulary, Simplified and Self-taught

Arithmetic, Simplified and Self-taught

Steck-Vaughn, P.O. Box 26015, Austin, TX 78755

Pre-GED: Spelling Steps (Levels 3-8)

Entry to English, 1-4

Basic Ed: Reading for Today (Mag. format levels 0-5)

Communications for Today (Workbook for Reading for Today)

Reading 1100-2200

Wieser Educational, Inc., P.O. Box 657G, El Toro, CA 92630

Basic Ed: Survival Vocabulary Skills

Learning Sight Vocabulary Kit (Self-pacing, self-correcting cassette)

Functional Writing (Self-pacing, self-correcting cassette program)

APPENDIX A

Survey and Results

Dear ABE facilitator:

"The majority of students who leave ABE courses without reaching their goals do so during the first few hours of the program. In fact, several studies have indicated that well over 50% of such dropouts occur within the first six hours." This information appeared in an article in the publication, Adult Literacy and Basic Education, and probably comes as no surprise to those of us who serve ABE students.

A 310 project, funded by the State Department of Education, addresses this issue. The grant is designed to set up and conduct a series of workshops for ABE/GED facilitators to more adequately prepare them to assist students with reading problems and learning disabilities. It is hoped that this training will help centers to improve retention rate of this population, and help to ease frustration of teachers and students. The information we receive from this questionnaire will help us determine what information or training you would find most helpful.

We hope that you will take time out from your very busy schedule to complete the questionnaire and mail it back to us as quickly as possible. We will begin compiling the information immediately and preparing for the workshops based on the needs that you express.

Please return your completed questionnaire to:

Norlene Gregory
Adult Learning Center
2031 Casement Road
Manhattan, KS 66502

Fellenz, R.A. and Conti, G.J. 1986. "Uncovering Student Concerns," Adult Literacy and Basic Education, Vol. 10, 2.

1. Do you feel that you are presently able to identify students who have a learning disability in one or more areas?

   Yes Sometimes Not often No

2. Do you know what tests or diagnostic tools are available to assess a student for reading disabilities or other learning disabilities?

   I know many I know a few I know at least one No

3. Do you feel comfortable in choosing an appropriate diagnostic instrument for individual students?

   Yes Usually I never do the choosing No

4. When you are faced with the results of a standardized reading or achievement test, do you feel you can interpret the information?

   Yes Usually Only on the surface No

5. Do you feel you can use test data to design an effective and appropriate program of study for your ABE students?

   Yes Usually I'm uncomfortable with my decisions No

What is your educational background: (Please circle any which apply)

1. I'm a high school graduate.
2. I graduated from a community college.
3. I have taken education courses.
4. I have a Bachelor degree. (Please give your major)_____
5. I have a Master degree. (Please give your major)_____
6. I have received training in recognizing learning disabled students, or in evaluation. (Please specify what training)_____

   _____

7. Approximately how many workshop or conference sessions have you attended concerning Adult Basic Education?

   0 1 2 3 4 5 6 7 8 9 10 or more

8. What is your present job or position in Adult Education?_____

   _____ Location: _____

9. Please give your specific suggestions for the direction of this work shop. _____

Thanks for your help with this questionnaire. We hope that we can put together something that will be of help.

Comments received on the questionnaire:

16 comments related to materials and techniques for remediation of the student with learning disabilities.

26 comments related to selection and explanation of simple and accurate diagnostic instruments for the learning disabled student.

Other comments:

ABE videos--beginning level
Computer discs
Programs for motivation and self-esteem
How to keep the program in the public eye
conflict management for the student starting back to school
not to be concerned about labeling a student
ways to start a program so a volunteer can continue independently
How to's for tutors, and teaching tutors to give tests
flexibility in teaching approach
everything: what's available, usage, interpretation (several comments)
invitations to local literacy groups
how to get paid time to test
testing when ESL is an interference
means of reducing first hour fears
proven ways of making students feel comfortable in learning environment
how to individualize for 10-15 students at the same time
have Saturday workshops
help on retention is more valuable than help in identifying
recruitment and retention
assist students in developing positive self-image; determination to do best
get Dr. Dale Jordan back
give workshops as part of the existing vehicles
observable characteristics (several comments)
BEST page on visual and auditory clues
informal intake clues
presentation by AVKO and Don McCabe--teaching Level I's reading & spelling
educating the incarcerated
what to do about little time and centers being inadequately staffed
retaining dropouts from ABE/GED
"Unless we would learn remediation procedures, why bother to diagnose? Reading disabilities are a different matter. These "lacks" could be remediated."

93 questionnaires returned by 11/16/87

(Totals indicate that some items were not answered on some questionnaires.)

1. 30 responded that they were presently able to identify students with learning disabilities.

48 responded that they were sometimes able to do so.

6 responded that they were not often able to do so.

9 responded that they could not identify students with learning disabilities.

2. 6 responded that they know many tests or diagnostic tools.

50 responded that they know a few tests or diagnostic tools.

16 responded that they know at least one.

21 responded that they do not know any diagnostic tools.

3. 15 feel comfortable in choosing an appropriate diagnostic instrument.

36 usually feel comfortable in doing so.

17 are never involved in choosing the diagnostic instrument.

25 do not feel comfortable in choosing a diagnostic instrument.

4. 40 responded that they can interpret a standardized test.

37 responded that they can usually do so.

13 responded that they can interpret a test on the surface only.

2 responded that they do not feel they can interpret a test at all.

5. 32 responded that they can use data to design an appropriate and effective program of study for the L.D. student.

45 responded that they usually can do so.

7 responded that they were uncomfortable with their decisions.

6 responded that they could not use test data to design a program.

Of those responding to the following questions:

9 had completed high school
2 had completed a community college program
29 had a bachelor degree in education
13 had a bachelor degree in some other field Total bachelor degree 52
5 had a master degree in adult education
11 had master degree in education or related field (counseling, etc.)
8 had a master degree in reading, special ed., LD, etc.)
1 had a PhD in adult education Total master degree 38

Attendance at workshop sessions:

0 sessions = 5, 1-4 sessions = 22, 5-9 sessions = 20, 10 or more = 34

Locality of questionnaires returned:

Atchinson	2
Beloit	1
Coffeyville	4
Colby	3
Cowley	1
Dodge City	5
Dunbar/Wichita	4
El Dorado	1
Emporia	3
Ft. Scott	5
Garden City	2
Great Bend	5
Hays	4
Highland	2
Independence	2
Junction City	5
Kansas City	2
K. C. Comm. Coll.	2
Labette/Parsons	4
Lawrence	4
Leavenworth	4
Naz.Conv./Emp.	1
Newton	3
Osawatomie	4
Ottawa	1
Paola	3
Plainville	3
Pittsburgh	2
Salina	3
Topeka	3
Washington	1

APPENDIX B

Interview Form with Directions.

Tutoring Form and Test Chart

Initial Interview and Registration

Student should complete top section.

Name _____ Soc. Sec. No. _____

Address _____ Telephone No. _____

_____ Employer _____

What do you hope to accomplish at the Center? _____

_____

- -

The remainer will be completed by the interviewer.

May this interview be taped? _____

I. Current Problem
   A. Who referred you to the Center?
      1. Reason/connection to Center

   B. Describe your learning problems.

      1. How are they affecting you currently? (school, job, other)

   C. Age: (DOB)

II. Education

   A. What was the highest grade you completed? _____Year _____ ?GED (yr.)_____

   B. Did you repeat any grades?

   C. Could you tell me about your educational experiences from the time you entered school?

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III. Vocational

A. What types of jobs have you had since high school?

B. What are your current goals--vocational and/or academic?

IV. Health

A. Are you on any regular medications?

B. Have you had any serious accidents or illnesses? (birth complications?)

C. Have you had any problems with drugs or alcohol?

D. Is there anyone else in your family with any learning problems?

V. Observations and Comments -

VI. Recommendations -

If the student is not familiar with the Center, a brief tour would be appropriate.

Directions for Interviewer

You are one of the most important persons at the Center. Not only will your observations and comments be helpful to the tutors and facilitators, but also the student's first important impression will be formed, to some extent, by this contact with you. This is why it is so important that you show your warmth and confidence, but you must also be able to stress the importance of a firm commitment on the part of the student. You must be a good listener so you can get as much feedback from the student as possible. You should also be aware of any reactions during the interview which could aid in the selection of materials or tutors (interests, preference for male or female, preference for young or old, etc.). In some of the questions on the interview sheet, it may be helpful for you to directly prompt some response. Be sure to stress that the information is being gathered to find out what approaches will best fit his/her needs and learning style. The student's goals should be discussed--be encouraging, but realistic.

If a short diagnostic test is not given at this time, you will need a word recognition list of some sort to help in the selection of materials. The student should then be given a small selection of materials from which he can choose starting materials. This can be done by having some packets ready of, for example, a Laubauch or other series reading book, a spelling book, a phonics book or other materials. Perhaps two levels of these materials can be shown to the student. (The facilitator may, from the interview, have some idea of an appropriate starting place, but the student should be involved in choosing, rejecting, or selecting appropriate materials in line with his goals.) Sometimes it is necessary to suggest reviewing one level lower. The student should meet the tutor if possible and understand that materials will be changed if they prove to be inappropriate. Be sure to show the student around the building and help him/her feel comfortable with the other programs and surroundings.

ADULT LEARNING CENTER

Diagnostic Tutoring Summary
(To be completed after six hours of attendance.)

NAME _____ SUBJECT _____

Social Security Number _____ Tutor _____

Date _____

I. Functional skill levels measured by _____(Indicate level)

A. Reading _____

1. Word recognition _____ 2. Reading comprehension _____

B. Mathemathematics _____

C. Writing _____

D. General information _____

II. Teaching strategies that have been implemented and effectiveness

III. Plan for contued tutoring:

List major long-term goals.

I. _____

II. _____

III. _____

List short-term objectives to meet each goal with suggested strategies or materials.

I.

A. _____

B. _____

C. _____

II.

A. _____

B. _____

C. _____

III.

A. _____

B. _____

C. _____

IV. Further testing recommended? _____

TEST COMPARISON CHART

(Cat.)	WRAT	ABLE	BASIS	BCD	SPACHE	ESLOA	LET	SLOSSON	TASK	WOODCOCK-JOHNSON
A				X		X	X	X		
B				X		X	X	X		
C				X		X	X	X		
D	X		X	X				X		X
E		X	X				X	X		X
F	X		X		X			X	X	X
G	X	X	X				X	X		X
	Scr. Math. Read. Sp.	Diag. All	Diag. All	ESL ABE	Read Diag.	ESL	Learn. Style	Intell	GED	Diag. All

GENERAL CLASSIFICATIONS FOR ENTERING STUDENTS

(A) No (or extremely little) English understanding and speaking ability, not literate in native speaking language so that no transfer of skills could be expected. (ESL)

(B) A written or reading knowledge of the English language, but limited ability to speak. (ESL)

(C) A speaking knowledge of the English language but inability to read and write. (ESL)

(D) An English-speaking adult with some schooling and skills from approximately 2-4 grade level. (ABE)

(E) An American-speaking adult with skills at approximately grade levels 4-8. (ABE)

(F) An American-speaking adult who has had some high school education with undetermined skills, but approximately at the 9-12 grade level. (GED)

(G) A high school graduate wishing to pursue vocational training, community college, or learn higher level skills to improve in a job.

APPENDIX C

Student Record Form and
Language Experience Sample

Instruction Sheet

_____

Student Name

Please put the date in the column and indicate the pages of any materials you used.

DATE:										
SERIES & LEVEL FOR EACH AREA OF INSTRUCTION										
SUPPLEMENTARY MATERIALS										
OTHER										

Example of Language Experience Approach

Story 1

I went hunting for deer this weekend. I was in my treestand. About ten turkeys were around my treestand, and then they all started roosting in the trees around my treestand. After they did that, I saw two does, but I didn't shoot at either one of them. They were too far away. Then it got dark and I got down from my treestand and started back to my car and I ran into a ten-point buck. I never saw anything like it before. He ran off.

SIGHT WORDS

around
after
either
anything
point

WORDS FOR PATTERN BUILDING

hunt	ten	back
bunt	then	sack
punt	men	rack
	pen	tack
got	Ben	lack
rot		
tot		
lot		

COMPOUND WORDS

week|end
tree|stand
any|thing

WORDS WITH ENDINGS

hunt|ing
roost|ing
start|ed